

# DOCUMENT RESUME

ED 174 291

JC 790 471

AUTHOR Cossey, Beatrice D. Abel  
 TITLE A Comprehensive Process for Developing Bilingual/Bicultural Occupational Educational Programs.  
 PUB DATE 27 Apr 79  
 NOTE 36p.; Paper presented at the Conference on Need Assessment, Ohio Board of Regents (April 27, 1979). Page II-6 was removed from the document due to irreproducibility  
 EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS \*Adult Students; \*Adult Vocational Education; Basic Skills; \*Bilingual Students; \*Bilingual Teacher Aides; Community Colleges; Extension Education; \*Junior Colleges; Mexican Americans; Nontraditional Students; Spanish Speaking; Womens Education; Work Experience Programs

## ABSTRACT

After discussing some of the complex problems related to the educational participation of the growing population of bilingual/bicultural adults in California, this paper explores the new importance and role of adult education and career development with respect to this group. The paper goes on to describe a bilingual/bicultural vocational training project developed by Gavilan Community College (GCC) for an off-campus extension center in the Village Avante housing project, comprised almost entirely of Chicano families. The program was intended to assist in development of adult career plans; provide exposure to experiences outside the housing project; and promote the transition from classroom activities to a continuous process of work and education. Aspects of the program include: a family/community approach to education; longitudinal program assessment; and an informal preschool laboratory and a formal bilingual/bicultural child development center which serve as work experience stations for adult students seeking to become certificated preschool classroom aides. The program involves three phases. Phase I provides an orientation to consumer information. Phase II integrates students into local classroom and laboratory experiences and stresses early childhood education. Phase III includes language and traditional academic classes at GCC. The program is presented in schematic form and appendices cover specific program aspects. (DR)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED174291

A COMPREHENSIVE PROCESS FOR DEVELOPING BILINGUAL/  
BICULTURAL OCCUPATIONAL EDUCATIONAL PROGRAMS

\*\*\*\*\*

A Paper prepared for the Conference on  
Need Assessment  
Ohio Board of Regents, April 27, 1979

Submitted by: Beatrice D. Abel Cossey  
Rockefeller Fellow, College of San Mateo  
Office of the President

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Beatrice Cossey

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC) AND  
USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY.

JC 790 471

## TABLE OF CONTENTS

\*\*\*\*\*

- I. Overview of Non-Traditional Education
- II. California Concept of Community Family
- III. The Program
- IV. Schema I: Consumer Skill  
Schema II: Consumer Specific Objectives  
Schema III: Five Bases of Multicultural Education
- V. Appendix I: Village Avante Bilingual Child Development Center -- Parent Involvement Model  
Appendix II: Training Program Selection Model  
Appendix III: System Planning  
Appendix IV: College Program Sheet
- VI. Bibliography

## OVERVIEW OF NON-TRADITIONAL EDUCATION

\*\*\*\*\*

Educational research can assist with the problems of education by providing insights into the processes of education. Research can aid development of strategies and techniques for dealing effectively with the adult who has a wide range of learning difficulties. (Brummer & Assoc., 1959).

Traditional educational programs have aimed to provide individuals with certain skills, information, ideology and/or tools to enable them to compete in American society for employment. In short, education in the U.S. has sought to prepare individuals to be motivated to perform in acceptable ways when they are out of school and employable (Cremin, 1961).

Educational participation on the part of adults who are bilingual/bicultural involves complex problems. The major problem centers on assessing the needs of all adults of Hispanic background (typically with Spanish surnames) and the capacity and/or willingness of the educational system to meet their needs.

The population of Hispanic background is the second largest minority in the U.S. In 1970, the United States had an approximate population of 5,814,000 Hispanic people. The largest number (approximately 5,240,000) reside in the Southwest. Yet it is significant that the population of Hispanic origin lags significantly behind the total population in educational attainment. In the U.S. only half as many people of Spanish-American origin complete four years of high school or more, compared to the population as a whole or 36.4% versus 61.2%. It is also stated (U.S. Census, 1974) that more than four times as many people in the Spanish group completed less than five years of school as the U.S. total "with the Mexican-origin subgroup faring worst." More than one in four had fewer than six years of school and only 29% had completed high school. Insofar as U.S. education is pointed toward careers and labor force participation, these people have been placed at a disadvantage.

The problem is that public education, where training for skills and trades is available, has been limited in its impact on Hispanic people in the United States. As an independent verification it might be noted that the U.S. Congress has found that millions of Americans have been restricted by their limited ability in English in gaining the occupational training needed for vital employment (Arevalo, 1975).

It is imperative to help Spanish-surnamed students (or others with similar English language/cultural differences) to gain an awareness of the world of work around the and develop the skills and competencies they need to be gainfully employed. Unfortunately, there has been a disregard for children and adults who are bilingual and culturally distinct. In many cases, the detrimental effects of certain nonminority-oriented educational conditions and practices in the classroom, the school, and the community inhibits the educational development of these children and adults.

It is important to offer the bilingual or non-English-speaking monolingual student a unique approach to instruction. This is because this student has a unique problem. As a rule these students enter the educational setting lacking proficiency in both English and their primary language. The first lack is due to home environment; the second is due to school orientation. They sense they are "different"; they are not able to comprehend the school activities which confront them. They begin to feel insecure and unable to cope with the school environment. Begin human, they can identify only with those they see at home in the community in which they work and play. Most often, this is an urban community where they identify with a narrow environment in which there are but limited roles for them to emulate.

In 1973, the State of California identified 47,508 children of limited English-

speaking ability. A total of 171 languages was reported, chiefly Spanish, Cantonese, Tagalog, Portuguese and Japanese. Other data shows that 733,767 Mexican American (Chicano) students were enrolled in the public schools and only 12,000 (1.6%) were enrolled in State funded bilingual/bicultural programs in 1975 (Post, 1976, p. 674).

In March 1975, the California State Department of Education conducted a survey and identified 233,520 limited-English-speaking and non-English-speaking children in California public schools. Therefore, the special facilities for serving adult bilingual parents in post-secondary public institutions must be increased. The major concern is to provide educational services which serve this need (Post 1976).

In 1976, Mexican-Americans in California comprise the bulk of the 154,052 "English as a Second Language" students and a good share of the 30,130 adults assigned to elementary-subject students (equivalent to grades 1 through 8). Many are also found in the Americanization (citizenship) enrollment of 11,548 (Reyes 1975).

There are four identifiable, basic life-styles in the Mexican-American subcultural group. (Dr. Thomas Arciniega, 1975). These are (1) Novice, (2) Hardcore, (3) Transitory, and (4) Mainstream. In most schools or classrooms populated by a high percentage of Mexican-American students, it is possible to find all of the life styles and their possible variants. Humanization of school curricula and individualization of instruction should not consist of attempts to "de-Mexicanize" (as has been true in the past) but rather, in a concentrated effort to provide for cultural and linguistic differences.

Parents inevitably are role models for children. If the adolescent and pre-adolescent consumers of education view adulthood as lacking direction and themselves subject to insurmountable difficulties, how can they be expected to take school and formal ed-

ucation seriously? It is expecting too much to treat the lower socioeconomic status child as separate from his or her parents. (An interesting sidelight to this is provided in Miller and Wook, p. 33-34). In the past, educational research has concentrated on children but lately the importance of influencing adult family members has been discovered. This has stimulated interest in adult education.

Today it can be taken as an undisputed fact that adult education is a necessary object of scientific research and instruction. However, the position of adult education with respect to theory or science is by no means undisputed. The science of adult education, which is still developing, is often too quickly defined as part of the discipline of the science of education without anyone being aware that such a connection is only possible if education as a science is not restricted to the education and training of the young and the growing human being.

While education of children can be imposed by force of authority, adults can rarely be coerced to accept training. Establishments for adult education are only able to offer assistance toward self education. Adult education only offers a choice of institutions and it remains for the individual to decide whether he makes use of any of these institutions. Adult education is not merely the continuation of the education of the young person as imposed by adults, but an entirely autonomous phase of education in which the student is, in many respects, co-equal to the instructor.

Caution must be exercised in adult education/vocational training. We must be careful with the concept of "leading people" or pressuring in adult education. The adult no longer wants to be educated in this sense; but consideration must certainly be given to his desire and needs for information and orientation and for methods of understanding the world and himself. The learning adult not only differentiates himself by degree

from the school child; the adult is also qualitatively different.

Adult education can no longer be taken to mean only compensatory adult education, which completes or corrects childhood education, but must be interpreted as complementary; adult education which accompanies the occupational life of the person as a continuous learning process. It is often said that the goal of education is to create lifelong learners. Adult education attacks this goal directly.

Ideally, adult education is to a great degree the systematic continuation of the school learning process, its extension toward lifelong learning. Viewed in this way, adult education becomes the authorized object of research and instruction in a modern science of education, and must be treated as a branch of educational studies, like comparative education or school education.

A science of adult education seems to be arising not only from specialization but also from the integration of all sciences, that is, from the need for cooperation between all disciplines. It is dependent to a still greater degree than school education on cooperation with neighboring disciplines. This drive towards interdisciplinary research arises from the necessity to understand the object of research itself, i.e., the learning adult.

The adult student is a person either in employment or capable of it. The demands and cultural barriers imposed on the adult by the world of work can be determined empirically. However, the adult carries more social roles than the child and this makes the science of adult education even more difficult than that of child education. The socially determining factors of adult education must be recognized and considered. Adult education is not tied to the rules of timetables, and adult education must remain flexible in the face of changes in the environment and react to them by means of its contribution. The institutions of adult education find themselves in a competitive situation. This

means that the most rational form of organization must be arranged. All factors point toward a need for empirical research. But it is also self-evident that alongside these empirical research objectives, reflection about the theory of education and the treatment of chief targets must not be forgotten.

A practically oriented science of adult education should solve the following problems if it is to be theoretically sound:

1. It should examine the decisions about the aims of adult education which were made and widely accepted in the period before scientific investigation. Such an assessment should give tangible form to goals and course content. In this sense the educational-theoretic reflection will also act as a critical authority and bulwark against one-sided demands of the economy or of the state of the individual.
2. The science of adult education must, among other things, determine by means of curriculum research and analysis of trends the present and future objective educational needs of the environment and translate them into didactic concepts. On the basis of this research it must consider how the adult can actively participate by means of education in shaping the future.
3. The science of adult education must determine the efficiency of the existing organizations and methods of adult education in the light of its present and future aims.
4. On the basis of this research didactic and organizational models should be developed, which should be tested in individual institutions. In this way, the science of adult education presents itself as a practical science, pragmatically oriented and based on empirical research and prognostic forecasts.

Because vocational development theorists have tended to concentrate on pre-adolescence and adolescence and have neglected adulthood (particularly middle age), we are left with a vacuum in career counseling for adults. A beginning must be made. The

following points represent a basis for a framework for understanding career development in adults and planning vocational programs for them.

The concept of vocational maturity is not necessarily related to chronological maturity, but can be applied to every age group. The vocationally mature person is one who is actively involved in the choice process and in his or her vocational future. As a person's situation and self-concept changes and develops, new vocational decisions may be required. The process of exploration, involvement, and orientation are recurrent and continuous throughout life.

Change of some sort (slight or drastic, voluntary or involuntary) is characteristic of all careers, and all career changes introduce people to new situations requiring new self assessments.

The most useful construction for understanding career development and job satisfaction is that of congruence (Callahan, 1974). The congruence model can serve as a guide for intervention. Dissatisfaction or dissonance with one's work environment is not vague but, rather, it is concrete. It can be specifically defined. As adults discuss their problems with vocational counselors, both can begin to pinpoint the causes of dissonance. This clarification can be the first step in exploring new career options, formulating new goals, and finding the means to implement those goals.

Up to this point we have looked primarily at factors influencing levels of school achievement that, in the main, are not under the control of the educational institution. We have seen how broad social determinants -- such as class and ethnicity, migration and urban milieu -- affect family environment and self-concept in ways that appear to account for a very considerable part of the academic retardation of lower-class urban adults (Wilson 1976).

The new career movement has provided opportunities for many special programs to hire members of the school community, often parents of the children in the school, as extra resources to perform in helping roles. They may be employed as teacher aides in the classroom or as family aides, acting as liaison between the school and other parents. Many schools now employ professionals too, who spend all of their time working on parent and community problems, explaining school goals to parents and helping teachers understand the community.

Bilingual post-secondary education in California consists of formal instruction, research, public service, and/or other learning opportunities. Post-secondary educational goals are to serve persons who have completed secondary education and/or beyond the age of compulsory school attendance. The California system of public post-secondary education is the largest in the nation and it consists of three distinct public segments -- the University of California, the California State Universities and the California Community Colleges.

This paper will describe a non-traditional bilingual/bicultural educational approach for adult student entry occupational program in California Community College District (Cossey 1976).

## CALIFORNIA CONCEPT OF COMMUNITY FAMILY

\*\*\*\*\*

California has a long impressive history of parent involvement in public school systems. With the passage of the Lanham Act in the 1940's, the goals of child care as defined by the California legislature fall into two primary areas. First, it provides a safe, healthy environment conducive to the growth of the child. Second, it permits parents to participate in classroom activities, thus providing a hands-on training opportunity for involved adults. There are six different child-care programs under the direction of the State Department of Education. These programs fall into two major categories: Childcare Programs and State Preschool Programs.

Ten thousand parents have been recorded as actively involved in child care/development programs at any point in time. Moreover, career-ladder training and education in these programs have resulted in the employment of a large percentage of California parents.

It is with this thought in mind that the Village Avante bilingual/bicultural vocational training project was designed.

The Gavilan Community College District encompasses, 1,300 square miles and comprises San Benito County and South Santa Clara County. Historically, this area has been considered agricultural. The labor force has been composed largely of migrant families employed on a seasonal basis. Today, many of these unskilled laborers are bicultural/bilingual citizens. A number of these families (Mexican American) have settled permanently in the City of Morgan Hill.

Adult continuing education became a necessity to assist minority groups with acculturation community integration.

The California Community College Board's goals are:

1. Equal opportunity for access
2. Diversity of program, methods and services
3. Effective and equitable distribution of funds
4. Effective use of human and physical resources -- fostering staff excellence
5. Policies that encourage innovative and creative development

The success of the California open-door Community College depends upon the extent to which the administrator and faculty accept that concept. Gavilan Community College encourages cooperative education and field experience opportunities for all students. The philosophy of Gavilan College is founded upon the premise that all people are entitled to the opportunity to develop to their full potential as individuals and as social beings.

It is the belief of the Vocational Division that development of a high level of vocational competency is the best means through which the individual student may satisfy his own needs and the demands of society. Achievement of these occupational ends is sought through instructional and laboratory processes as much like the occupational environments as planning can achieve.

Keeping pace with changes in occupational fields is a major responsibility of those who supervise vocational education. In order to assure that Gavilan College programs are realistic, emphasis has been on expansion of work-experience programs. The college is located within an agricultural and industrial area, and it has a built-in asset in its proximity to the occupational life of the community. The fact that its students characteristically work part-time provides a running start toward an arrange-

ment which relates their jobs to their training. But beyond these factors, which favor a combination of classroom and on-the-job experience, there is the added value to the institution of a daily testing of its program by the actual work-setting. This feedback, promptly provides formative evaluation and an ongoing adjustment of the program to the changing needs of the student population.

When a community college is committed to vocational education, it is doing much more than adding courses that prepare students for employment. It is affirming an institutional viewpoint which affects every aspect of its operations. In its breadth of programs, its counseling and its teaching process, it is taking a position in relation to education and the people who should be involved in it.

Occupational development allows for individual development, regardless of the traditional credentials or other arbitrary symbols of status, and permits advancement to greater challenge and responsibility.

Advancement is accompanied by increments of earning power and access to promotional opportunities which are not dependent exclusively on full-time formal training financed by the individual. As a means of gaining access to real career opportunities for the bilingual/bicultural and the socially disadvantaged, the approach holds such enormous promise that it is worthwhile wrestling with the problem.

One fundamental advantage is that the employment focus is in the area of greatest occupational expansion, the service industries. We are moving away from a manufacturing economy to a point where two-thirds of the labor force is currently engaged in the production of services.

Employment growth in Santa Clara County between 1970-1975 was the strongest under occupational services: 29,300 workers -- a gain of 22,470 over a five-year period.

Realizing the variety of human talents, plus our imperfect perception of what would be best for each adult student, we sought to increase the range of options available to each adult student who engaged in the interdisciplinary education experiences afforded a program. The emphases were to (1) develop career plans, (2) gain exposure to the world outside the campus school, (3) progress from the traditional classroom program into a continuous process of work and learning. It is vital to consider the type of philosophy which this type of training can emphasize.

An educational training program by which adults in a given area come to identify their unique wants, needs, and problems and to identify or develop the resources or vehicles by which to meet these ends (Wilson, 1975).

In the Village Avante, characteristics of the adult learners are derived mainly from their previous lifestyle and their current situation. This program drew from the population in the setting of the Village Avante HUD housing project for low-and median-income families in Morgan Hill. This one housing project was originally built outside the central town area and was surrounded by rural homes and farms. The growth of the business area now puts the housing project on the edge of the business section with residential, commercial, and recreational development surrounding the project. The population of the housing project however, remained almost entirely Spanish-speaking or, by their identification, "Chicano". The residents arrived at this project from the agricultural work of the area and are considered "settled out" of the migrant stream from Mexico and Texas. The project was planned to accommodate families with several children, with a large number of four-bedroom units provided. The project has approximately 800 children under 18 years of age. Many of the families are female, single, head-of-household, with two or more children. Many are on welfare or Aid

for Dependent Children (AFDC). They depend on Medical for health services. Provisions for recreation and leisure within the project were two basketball hoops, a swing set, slide, climbing gym, and a small community center building. Because of the ethnic concentration (Chicano with only an occasional Black family and no known Asians), the children were diverted to four different elementary schools for integration; but the older students attended the one high school. The District offered Adult Education and the Gavilan Community College campus was 18 miles away in the neighboring town. The adults of the Village Avante Program recorded their educational attainment of formal education at 2 months to five years of schooling either in Mexico, California or other states.

Page II-6 (a map of the Gavilan Community College area) was removed prior to the document's being shipped to the ERIC Document Reproduction Service.

### THE PROGRAM

\*\*\*\*\*

The demonstration project is a community-family based educational model. The first of these models was the Women's Re-Entry Educational Program at De Anza Community College in the summer of 1969, Voc. Ed. Part F, Title I.

The current demonstration model operating at Village Avante is adapted from the original WREP model in several ways. First: it emphasized the development of skills and growth of relationship between women and their own children. Second: the program includes a bilingual language-development component. Third: the new program is intended to serve the community by being based in the community rather than by bringing insecure or fearful students to an unfamiliar, perhaps threatening and possibly overwhelming campus environment. Fourth: The on-site adult occupational education component was designed to train and employ (provide work experience).

The prevocational educational training combined postsecondary resources of the community college, manpower revenue share through local CETA, and State Department of Education Office of Child Development programming.

Unconventional, non-traditional students are described in this project as those with cultural and linguistic differences, economic disadvantages, and the lowest education levels (Wilson, 1976). They have been by-passed by the traditional educational system and segregated by their socioeconomic and linguistic environment. Specifically, the non-traditional student may be categorized by any of the following:

- a. limited or non-English speaking
- b. limited bilingual skills
- c. little or no formal schooling

A major aspect of community-family guided education is in group accountability; that is, members of a community-family set their own criteria and evaluate each other at various intervals to assure continual development of all members.

Therefore, the results must also be measured continually, beginning with identification of the target population fitting the criteria for unconventional adult students. Whether the staff has internalized the concepts on which community-family education is based will be evident in their daily interactions with each other, with the adult students and with the children at the early childhood development center. The staff development process, therefore, will result in a parallel development in the adults who are working to become certificated preschool classroom aides.

A longitudinal measure of the program's objectives will be manifested by the number of non-traditional adult students who actually become part of the re-entry program in the community college (Cossey 1975) or in the existing community job-market. This is an indirect measure of commitment to self-improvement. Growth in affective areas is difficult to determine. There is no better measure of a student's increased self-esteem and self-confidence than that student's decision to continue in the educational vocational process. There is no stronger indicator of the adult student's post-secondary educational success than the observable growth in the children with whom he or she interacts.

The education needs of Mexican American migrant "unconventional learners" are far different from those of conventional students. An unconventional learner (Wilson 1975) is one who is different in learning style, kinds of skills mastered, cultural and/or socioeconomic background. Therefore, we felt these needs could best be met

through community-family-guided education principles, including multicultural education concepts and introducing a method in which a variety of non-academic skills, other abilities, and contributions are valued and the cooperative efforts of the participants assure the continual development of all adults and children in the community-family.

There have to be opportunities provided for unconventional adult students to obtain the vocational skills necessary to work toward career-ladder development. The welfare cycle can be broken when education provides the impetus for upward mobility to meet this need.

A preschool laboratory provides an ideal learning environment in which adult students can acquire needed reading and writing skills through a non-traditional approach. Traditional teaching methods are limited, psychologically threatening and socially demoralizing the bilingual adults this program is intended to serve. Because the adults are employed in teaching children the basic language and number and communication skills of the bilingual preschool, they must learn to use those same skills themselves. Therefore, in the laboratory, the adult students will first learn the skills and then, by using their newly acquired knowledge, they will reinforce their learned behavior by teaching in Child Development Centers.

The vocational demonstration educational program utilized includes two major delivery services: an informal college campus classroom-laboratory setting for the adult students and a formal bilingual/bicultural child development center as a work-experience station for adult students with pre-school children.

The formative evaluation reported here has helped to develop basic educational skills and bilingual competencies to a level that could qualify the participants for any specific occupational training in a postsecondary institution. The concept uses

the Community-Family-Guided Education philosophy (Wilson 1974) to derive a community-family model and to deliver a model that can be defined as a process with built-in intra-group response and accountability. The important thing was to develop a postsecondary-level program directed toward the population with pre-and post-collegiate emphasis.

#### PROGRAM ACTIVITIES

The Village Avante program was focused on development of Five Consumer skills needed by migrant agricultural workers and other unskilled, bilingual/bicultural adults to help them use the critical supportive services to develop their self-esteem.

#### CONSUMER SKILLS ACTIVITIES OBJECTIVES

1. Improve and increase their understanding of educational environments as adult learners.
2. Improve and increase the understanding of the K-12 educational system in which their children were included.
3. Increase availability of counseling programs -- individualize peer group, career development.
4. Increase understanding of how to use community resources.
5. Prepare their choice of occupational training for self development

#### THE DESIGN

The research design was developed to provide an approach to Paraprofessional Educational Aides (occupational) programs for the non-traditional adult student (basically the Spanish-speaking migrant farm worker) within the Gavilan Community College District.

Pursuant to the mandate of the California Master Plan from the Board of Governors of the California Community Colleges, this program focused on adult and continuing education, academic transfer (Title V, Administrative Code), general education, and pre-professional training, with heavy emphasis falling on counseling (psychological and occupational) and job-readiness.

### Initial Planning

The initial planning of the occupation program design involves goal-setting, needs-assessment, and the identification of unmet needs for the non-traditional bilingual/bicultural adult student. The setting of goals in this design is the direct charge of the community college. Realizing this, the following goals and objectives were the responsibility of Gavilan Community College:

1. an assessment of needs;
2. an evaluation of the bilingual early childhood paraprofessional (occupational) education in the community as it relates to state and labor systems;
3. a ranking of priorities in occupational education as related to early-childhood bilingual education;
4. a widening of the scope of paraprofessional programs serving disadvantaged students.

In establishing the goals for an occupational program in the California Community College System there are specific questions which must be considered.

### CONSUMER SKILLS

#### Phase 1, Orientation (self-actualization):

- a. health and nutrition;
- b. counseling (psychological, therapeutic, and educational);
- c. parent education;
- d. job introduction;
- e. materials and tools development; and students' responsibility to their children via the educational systems.

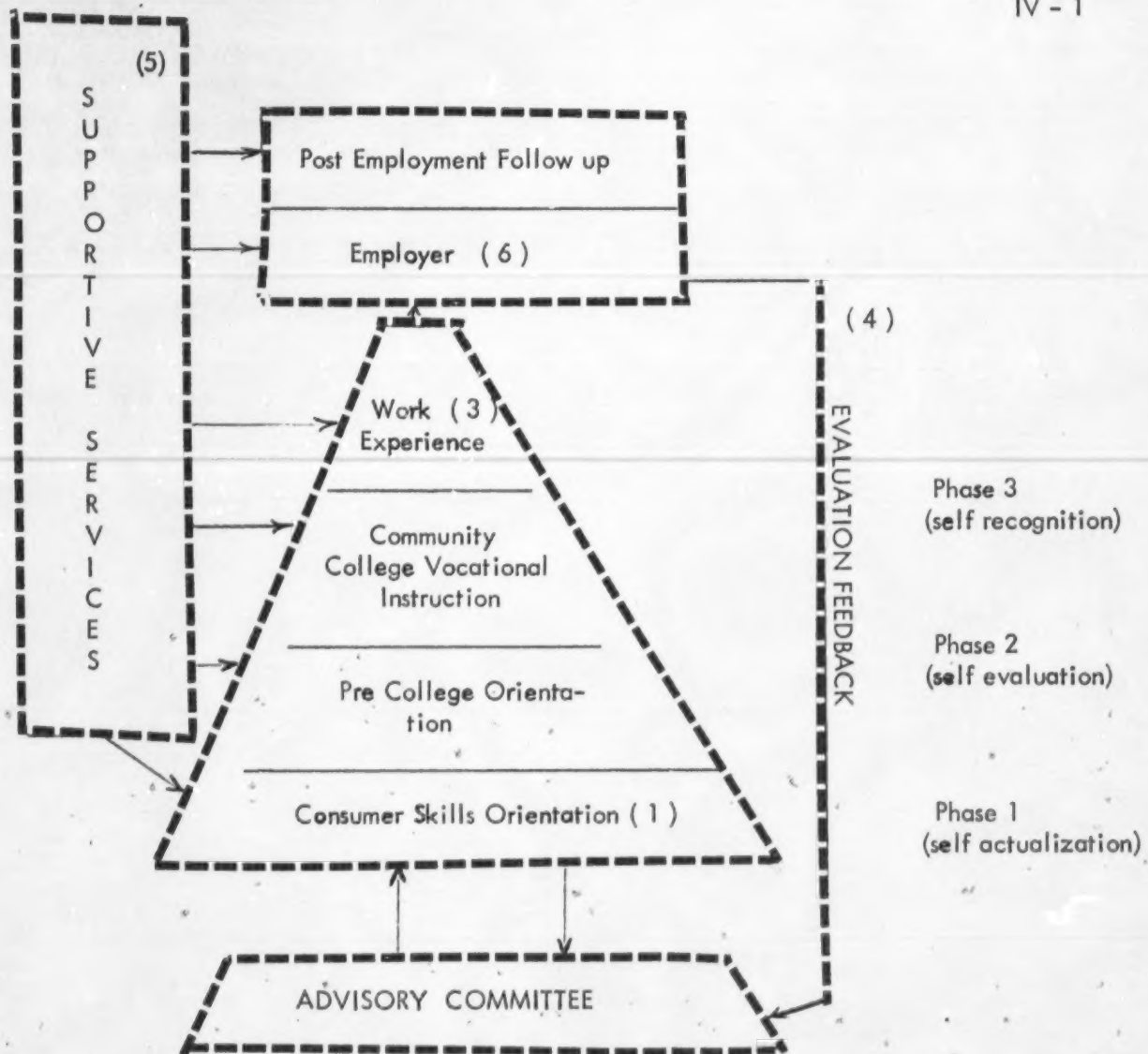
**Phase 2****Acceptance of Community College Courses and Certification  
(self-evaluation):**

- a. Coupled classroom-laboratory experiences (CETA);
- b. introduction to college courses -- guidance;  
introduction to early childhood education (parent  
to child and child to parent-loving and sharing).  
Wilson, (1974) p. 20

**Phase 3****College Courses on the Campus Coordinating with Extension  
Courses (self-recognition):**

- a. Spanish for the Spanish-speaking (assuring success with a  
traditional instructor); and
- b. courses related to the certificated program providing the  
opportunity for recognition that they can apply the tools  
which they have already acquired; and the learning process  
of assessing different teaching styles.

The first two phases are held exclusively on the Extension Campus at Village Avante. Once comfortable with the courses, the students move to Phase 3 and onto the Gavilan Community College Campus. In practice, a student may be in all three phases concurrently, with Phase 1 supplying the extended-family support which the student may need to progress in Phases 2 and 3. Each step flows smoothly into the next, making the students' transition and progress as natural as possible. Yet, each phase is complete within itself and represents real development for the student upon mastery of its purpose.



CONSUMER SKILL

\*\*\*\*\*

Schema 1

## Schema 2 CONSUMER SPECIFIC OBJECTIVES

\*\*\*\*\*

VILLAGE AVANTE BILINGUAL CHILD DEVELOPMENT CENTER  
TRAINING PROGRAMMODES OF INSTRUCTION

- Pre-vocational (preparation for instruction)
- Preparatory (Pre-employment)
- Supportive services are used in the instruction such as counseling, guidance and tutoring
- Work experience in actual Child Development Center Lab
- Verbal presentation, discovery and intuition, problem solving, activity and project instruction using a community family guided approach in a Bilingual/Bicultural setting

CURRICULUM

- The Advisory Board Procedures
  - Job Readiness
  - Social Services
  - Child Health, Adult Health
  - Parent Education (Parent as a learner, an observer, a participator, an evaluator)
  - Montessori and other innovative teaching methods (blended approach)
  - Nutrition Technology
  - Career Education
- (Emphasis upon content, modes of inquiry, facts, concepts, principles and generalizations, attitudes, values, subjects and planned learning experiences)

WORK EXPERIENCE

Career success can be measured in many ways, such as monetary gain, social achievement, and satisfaction with self. Emphasis is upon professional growth which is the result of planning, commitment, motivation and hard work. Through work experience it is possible for the student in the training program to achieve the following:

- Develop on-the-job responsibility for consequences of behavior
- Develop a workable time schedule
- Assignment to a work situation commensurate with educational goals
- Receive a stipend for on-the-job training
- Receive a lesson in realism as honest self-evaluation of own abilities is necessary
- Help determine personal strengths and weaknesses

## Schema 2 CONSUMER SPECIFIC OBJECTIVES (cont.)

\*\*\*\*\*

**EVALUATION SYSTEM**

- Student performance (both in classroom and work situation)
- Staff evaluation
- Student evaluation
- Self evaluation
- Program evaluation
- Follow-up studies

**SUPPORTIVE SERVICES**

- Counseling and guidance
- Student recruitment
- Training stipend
- Allowance for child development center services
- Allowances for physicals for participants

**EMPLOYMENT POTENTIAL**

- Parent Education
- Montessori and other innovative methods (blended approach)
- Nutrition Technology
- Social Services
- Child Health
- Career Education

| Base #1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Base #2                                                                                                                                                                                                               | Base #3                                                                                                                                                                                                                                                     | Base #4                                                                                                                                                                                                    | Base #5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A willingness to interact with (and actually to participate, share and care with) individuals and members of Groups who are "different" from self; planning Groupness; and intragroup affiliations with persons who are not like self, either linguistically, in values, lifestyle, race, politics, culture, or in other significant ways. Interacting persons should know, recognize, and admit said "differences" (in time, if not initially). Transacting with and learning from "The different"; teaching and learning from persons, objects, places, concepts, values and situations that are not conventional, "middle class" or one's usual acquaintances. | A willingness to examine (and admit) one's self's stereotypes, predispositions and dispositional behaviors toward "different" peoples, lifestyles, sexes, ages, customs, ethnic groups, philosophies, languages, etc. | Possession of accurate historical, cultural, racial, and/or socio-economic Truths or practices and styles of "different" peoples. Also to recognize and internalize Truths about one's own culture, fears, aspirations, sex, age, fantasies, and Ethnicity. | A willingness to value individuals' skills, lifestyles, and cultures that are "different" from one's own; to demonstrate one's valuing of cultures, lifestyles, skills or beliefs "different" from self's. | A Goal set to create and demonstrate horizontal cultural diversity and eradicate hierarchical stratifications (in social, economic, educational, political, or ethnic affairs); to erase rankings that imply the notion that any human being would/should Dominate another; to behave with non-ranking words and practices toward human beings, erasing scale of inferior-superior distinctions; to eradicate behavior that values people according to income, ability to recall or comprehend, and skills, skin color, physical appearance, eyesight, age, lifestyle, mores, religion or sex. |

\*These Five Bases of Multicultural Education were developed by Dr. T.L. Wilson in a paper presented at the "Second Annual Multicultural Curriculum Conference" sponsored by the San Mateo County School of Education, San Mateo, California, March 22-23, 1973.

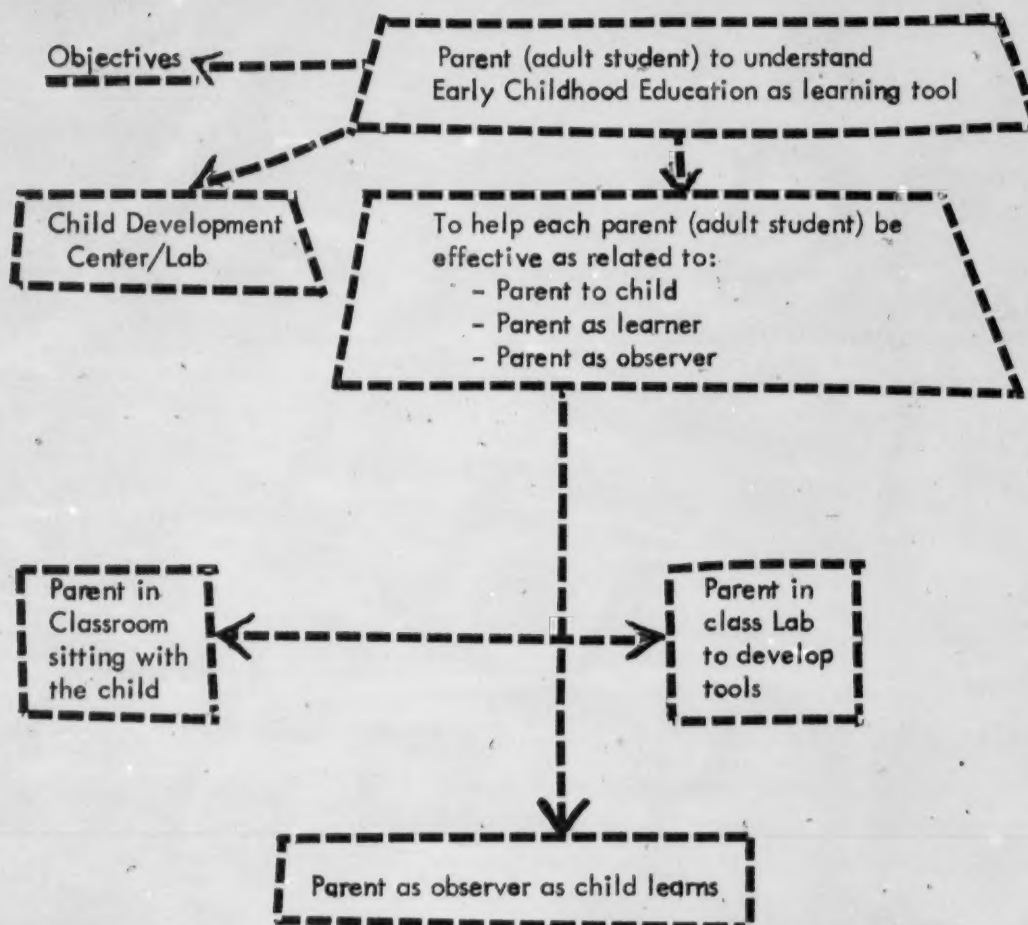
Schema 3 FIVE BASES OF MULTICULTURAL EDUCATION

\*\*\*\*\*

## APPENDIX I

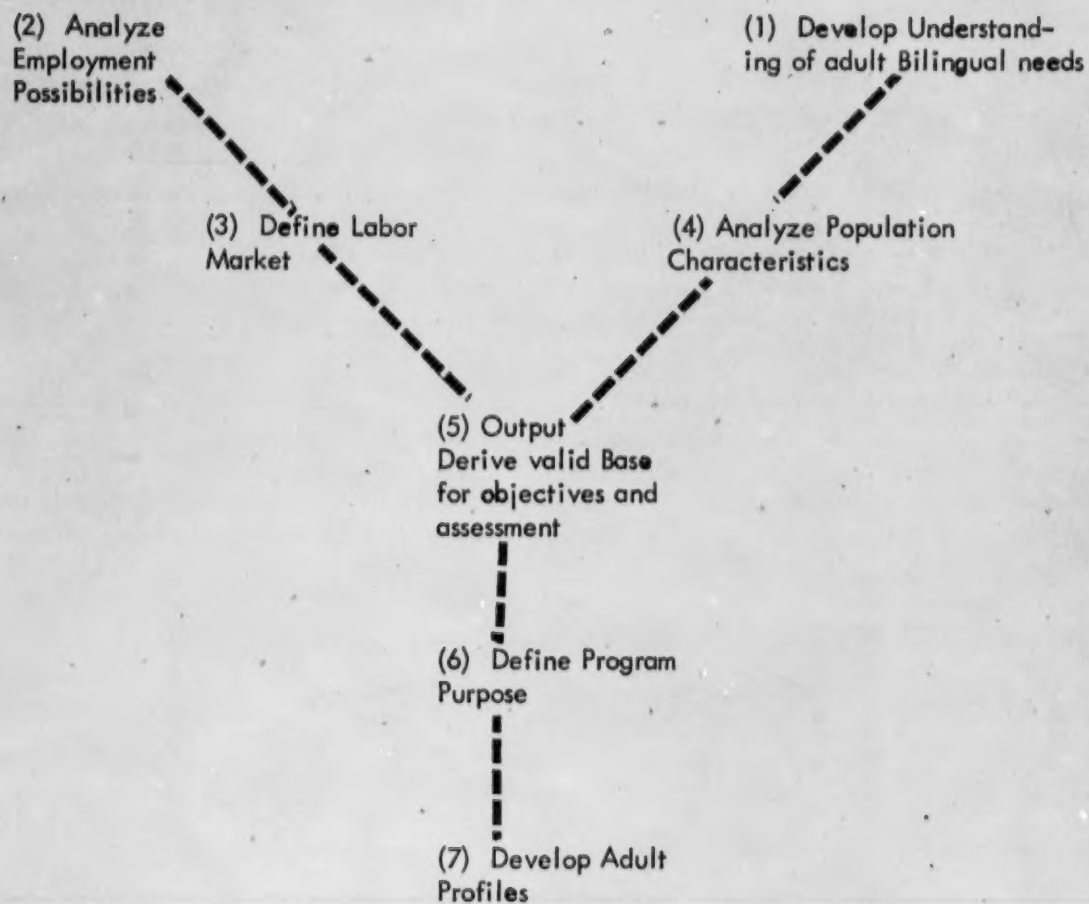
## VILLAGE AVANTE BILINGUAL CHILD DEVELOPMENT CENTER

## PARENT INVOLVEMENT MODEL



## APPENDIX II

## VOCATIONAL EDUCATION FOR BILINGUAL ADULTS



APPENDIX III      SYSTEM OF PLANNING  
 -----  
 FOR THE SUPERVISION OF VILLAGE  
 AVANTE TEACHER-AIDE TRAINING PROGRAM

This program includes the following objectives:

To develop staff, through in-service training, who can be credentialed as community-college instructors and who are accountable to the concepts of community-family education. This staff will demonstrate a concern for the total welfare of the students as well as sensitivity toward the social and psychological problems of the bilingual/bicultural staff.

To establish staff training methods which are supportive to the staff members themselves, both to serve as a model for cooperative behavior to the adult students and a model of the community-family guided philosophy to each other.

To improve the information, attitudes, and skills of administrators, counselors and teachers in establishing learning environments and working with the non-traditional adult bilingual/bicultural students.

To establish extension campus centers: Morgan Hill (low-income HUD housing complex) Village Avante and to provide prevocational educational training centers. The emphasis will be on the preschool (2.8 - 4.9) program based on cooperative teaching and learning through the community-family educational approach.

To coordinate parent participation in Early Childhood Development Programs in the Morgan Hill Unified School District with LEA (Title VII) and ECE (AB1302). To establish a one-calendar-year vocational education program for limited or non-English speaking, bicultural migratory adults who fit the previously listed criteria.

To establish immediate employment for participants in the program, so that they will be earning a living wage to support themselves and their families while they are receiving their training.

To develop a curriculum for early childhood education (2.8 - 4.9 years) to be offered (extension program) by Gavilan Community College, leading to certification upon successful completion. The curriculum will be based on a career-ladder concept of articulate with existing A.A. degree programs. The proposed curriculum will be coordinated with the planned bilingual A.A. degree program.

To develop a Classroom-Laboratory setting consisting of: Twenty adult students at Morgan Hill center at Village Avante, the community with coordinated laboratory experience at Gavilan College Child Development Center.

Staffing pattern includes:

Career Counselor specializing in non-traditional approaches to education, innovative job research and placement techniques, coordination or existing service agencies.

Educational developer as coordinator who (1) takes the identified adult students' needs and builds a specific curriculum aimed at improving academic skills; (2) articulates the proposed curriculum with the planned Title VII Teacher Corps Program, committed to by the Gavilan Community College District; (3) develops the in-service program that will meet the community college and the classroom-laboratory adult student requirements; (4) assumes responsibility for staff development incorporating the community-family guided education philosophy; (5) develops the pre-and post-program test instruments to measure each student's individual academic growth, using non-traditional evaluation techniques.

Social Science/Linguistic Specialist translates children's programs, lesson plans, curriculum and must be available in the classroom-laboratory with the adult student.

Laboratory coordinator prepares materials and lesson plans for the use of the adult student in coordination with head teacher of the early child development center.

Nutrition instructor prepares a two-hour lecture/lab each week to expose the adult student

to nutrition patterns and consumer education, based on a hands-on, experiential method and practiced in the pre-school setting.

Social service instructor, instructs adult students in the techniques for maintaining necessary health practices as they apply to the pre-schooler.

Activities in classroom/laboratories:

Construction of materials that relate to the above areas (i.e., health, nutrition, linguistic skills).

Demonstration of specific lesson plans by carrying out in the lab procedures that they will teach in the pre-school center under the supervision of the head teacher.

Classroom/laboratory teaching procedures will involve the design of goals, behavioral objectives, and activities under the guidelines of cognitive, affective and psychomotor domain. The teaching staff will use whatever techniques and approaches are applicable, from planned variation educational curricula.

## APPENDIX IV

GAVILAN COLLEGE -- VILLAGE AVANTE  
BILINGUAL CHILD DEVELOPMENT CENTER  
AIDE TRAINING PROGRAM

Prerequisites: Admission to the program through application and personal interview.

## REQUIRED COURSES - PHASES I &amp; II

Must be taken during 1st and 2nd quarter on site (Adult Orientation courses)\*

|                           | <u>Hours</u>                     |
|---------------------------|----------------------------------|
| Job Readiness and Careers | 11 1/2                           |
| Materials and Tools       | 14 1/2                           |
| Advisory Board Procedures | 4 (2 hours lecture, 2 hours lab) |
| Parent Education          | 3 (2 hours lecture, 1 hour lab)  |
| Grounds and Facilities    | 4 (2 hours lecture, 2 hours lab) |

\*An individual assessment will be made by the counselor to determine readiness for Phase III.

## REQUIRED COURSES - PHASE III

|       |                                                                                         | <u>Units</u> |
|-------|-----------------------------------------------------------------------------------------|--------------|
| 1     | Education 40 Introduction to Early Childhood Education<br>(4 hours lecture, 1 hour lab) | 4            |
| 2     | Education 41A Child Growth and Development<br>(3 hours lecture)                         | 3            |
| 3     | Education 46 The Montessori Method<br>(3 hours lecture)                                 | 3            |
| 4     | Education 47 Parent Education<br>(A, B, C) (3 hours lecture)                            | 3            |
| 5     | Guidance 48A Educational Guidance<br>(3 hours lecture)                                  | 3            |
| 6     | Guidance 48B Career Guidance<br>(3 hours lecture)                                       | 3            |
| 7     | Education 42 Creative Activities for Pre-School Programs                                | 3            |
| Total |                                                                                         | 22 Units     |

## BIBLIOGRAPHY

\*\*\*\*\*

1. Arcienga, Thomas. "Addressing The Educational Needs of Spanish Surnamed Students in California", (Thurst, January, 1975).
2. Arevalo, Mary R. "What Can Career Education Offer the Bilingual/Bicultural Student". (Thurst, January 1975), p. 15.
3. Bloom, Benjamin, S. Learning For Mastery, Evaluation Comment, Center for the Study of Evaluation of Instructional Programs, (University of California at Los Angeles, May 1968).
4. Brunner, Edmund de S. & Associates. An Overview of Adult Education Research. Washington, D.C.: An Education Association of the U.S.A. (1959).
5. Callahan, Lois and Gilmore, Vein. Community and Junior College Journal, (February 1974).
6. Clark, Kenneth B., Youth in the Ghetto. (New York: Harlem Youth Opportunities Unlimited, Inc. 1964). pgs. 139-140.
7. Cossey, Beatrice. "Concept of the Women ReEntry Educational Programs" ERIC, (1975)
8. Cossey, Beatrice, Luksus Elaine. An Effort to Complement Traditional Education through Involvement of the Community College in Adult Bilingual/Bicultural Vocational Education Utilizing a Community-Family Concept. (Unpublished Master Thesis, San Jose State University, San Jose, California. May 1976).
9. Cremin, L.A., ed. The Transformation of the School, (Knopf, 1961).
10. Cross, Patricia, Valley, John. Planning Non Traditional Program. (Jossey, B. 1974).
11. Friedlander, Frank & Stuart Greenberg. Effect of Job Attitudes. Journal of Applied Psychology, No. 4, (1971), pp. 287-295.
12. Havighurst, Robert J. Curriculum for the Disadvantaged, (Phi Delta Kappan, March 1970). pp. 371-373.
13. Post, Alan. Analysis of Budget Bill. (July 1976-1977). p. 674.
14. Sauter, Donald. "What Are Humanities Competencies" (Thurst, January, 1976), Vol. 5, No. 3; p. 4.
15. Reyes, Ramiro. "Addressing The Educational Needs of Spanish Surnamed Students in California". (Thurst, January, 1975). Vol. 4, No.3; p. 7.
16. U.S. Census Bureau, March 1964.
17. Vocational and Technical Education. (Annual Report, Fiscal Year 1968). Washington, D.C.; U.S. Government Printing Office, (OE 80008-68. 1968). p.23

18. Ohanneson and Vaughn. American Vocational Journal, The Collection and Use of Vocational Program Information, (May 1975). pp. 36-37.
19. Wilson, Thomasyne Lightfoote. "Glossary for Community-Guided Education in Ravenswood City School," San Jose State University, (August 1974).
20. Wilson, Thomasyne Lightfoote. Toward Viable Directions in Postsecondary Education. (Sapphire Publishing Company, Inc., San Francisco, 1975).
21. Wilson, Thomasyne Lightfoote. Toward Equitable Education -- A Handbook for Multicultural Consciousness for Early Childhood: A Bicentennial Revolution? (Ujamaa Educational Development Publications, Redwood City, California. 1976)
22. Toward Quality Education for Mexican Americans, Report VI: Mexican American Education Study, U.S. Office of Education. (February 1974). pp.3-11.

UNIVERSITY OF CALIF.  
LOS ANGELES

SEP 21 1979

CLEARINGHOUSE FOR  
JUNIOR COLLEGES